



*ISTEP+: Grade 7*

Social Studies

Released Items and Scoring Notes

## INTRODUCTION

Indiana students in Grades 3-8 participated in the *ISTEP+* Spring 2014 administration. *ISTEP+* in Spring 2014 consisted of an Applied Skills section administered in March and a Multiple-Choice section administered in late April and early May. For all grades, the Applied Skills section of the assessment was hand-scored by trained evaluators. The Multiple-Choice section was machine-scored. Scores for the Applied Skills and Multiple-Choice sections are combined to generate a student's total score.

Test results for both the Applied Skills and Multiple-Choice sections, as well as images of the Applied Skills student responses, are available online. It is the expectation of the Indiana Department of Education that schools will take this opportunity to have a conversation with parents and students about the results. As a springboard for this conversation, the Indiana Department of Education has created this document which outlines the released Applied Skills questions and includes brief scoring notes that describe the given score points and explain the scoring rules and expectations for the individual questions.

This document consists of:

- a brief description of the types of questions assessed
- a short summary of scoring rules utilized by the trained evaluators
- access to rubrics used to score student responses
- a copy of the released Applied Skills questions
- anchor papers used by evaluators to distinguish between rubric scores

**NOTE:** The Applied Skills operational questions are released at the end of each test administration. It is important to keep in mind that a significant portion of a student's score is calculated from the Multiple-Choice section of the assessment, which is not addressed within this document.

## QUESTION TYPES

This document addresses the Applied Skills section of *ISTEP*+, which allows students to demonstrate their understanding of content in a variety of ways. The Applied Skills Assessment consists of constructed-response (CR) and extended-response (ER) questions. CR and ER questions are cognitively more demanding than multiple-choice (MC) questions. ER questions are typically more complex and will likely require more steps to respond.

## SCORING

For the Applied Skills Assessment, each question is scored according to a rubric. Rubrics clearly define the requirements for each score point. Each student response is evaluated individually to determine whether it is acceptable. This allows student scores to be reported as accurately as possible. To ensure consistency when scoring the *ISTEP*+ questions, CTB/McGraw-Hill works closely with assessment specialists at the Indiana Department of Education and teacher committees to set guidelines for scoring student responses. Committees look at several student papers and score them using the rubrics. Some of the student responses are selected as anchor papers and are used as clear examples of specific score points. Samples of anchor papers are presented within this document. Scoring supervisors then use anchor papers and approved, scored student responses to ensure that responses are evaluated appropriately and consistently. Individuals who evaluate and score *ISTEP*+ student responses must have a four-year college degree and pass a series of qualifying tests on specific questions before they can evaluate any student responses.

If a response is unscorable, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule

Each CR question is scored according to its own rubric and has a maximum of 2 score points. The ER question is also scored according to its own rubric and has a maximum of 4 score points. For all Applied Skills questions, the maximum score point value is desired, but students can receive partial credit on questions. For example, it is possible for students to receive 1 point for a CR question or 1, 2, or 3 points for the ER question.

For some questions, students are expected to explain and justify their responses. Students' ability to communicate concepts is critical in understanding social studies and is emphasized in Indiana's Social Studies Standards.

Additionally, students are not penalized for spelling or grammar errors.

For additional information regarding *ISTEP*+ or other student assessments, please contact the Indiana Department of Education by calling 317-232-9050 or writing via email: [istep@doe.in.gov](mailto:istep@doe.in.gov).

The chart below summarizes the question types used to measure a student’s mastery of content, the assessment that contains the particular question type, the standards assessed in each assessment, and the scoring method used to evaluate a student’s response given the question type.

**Scoring Note:** All student responses to questions found in each Applied Skills Assessment are hand-scored using the specific rubric(s) outlined in the column labeled “Scoring Method.” As indicated in the chart, all multiple-choice questions are machine scored.

Question Type	Assessment	Content Assessed	Scoring Method
<b><i>Constructed-Response (CR)</i></b>	Applied Skills Assessment	<ul style="list-style-type: none"> <li>• Early Civilizations and World Religions</li> <li>• International Organizations and Forms of Government</li> <li>• Resources and Geographic Limitations</li> <li>• Standard of Living and International Trade</li> <li>• Grades 6 and 7 process skills*</li> </ul>	Analytic Rubric
<b><i>Extended-Response (ER)</i></b>			
<b><i>Multiple-Choice (MC)</i></b>	Multiple-Choice Assessment	<ul style="list-style-type: none"> <li>• Grade 7 content</li> <li>• Grades 6 &amp; 7 process skills*</li> </ul>	Machine-Scored

\* Social Studies process skills are essential to learning social studies and are often used consistently across grade levels. Some examples of social studies process skills are: recognize fact and opinion; identify cause and effect; compare and contrast; and read and interpret timelines, charts, and maps. An example of a Grade 6 process skill indicator that may be assessed in Grade 7 is: 6.1.22 Differentiate between fact and interpretation in historical accounts, and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

More information is available regarding these assessment topics on the Office of Student Assessment homepage at [istep@doe.in.gov](mailto:istep@doe.in.gov).

**Constructed-Response**  
**Standard 3: Geography**

- 1** The map below shows some natural resources in Asia that are used in manufacturing industries.

**Some Natural Resources of Asia 2006**



KEY	
Coal	Gold
Copper	Iron
Oil	

The economy of Japan relies heavily on manufacturing. Using information from the map, identify a resource that Japan would need to buy from another country in order to engage in manufacturing. Explain how this resource would support manufacturing.

Resource needed: \_\_\_\_\_

How this resource would support manufacturing: \_\_\_\_\_

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Based on the information on the map, explain why it is important for Japan to trade with other countries in order to engage in manufacturing.

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Key Element(s): Part 1 (any one of the following):

- Oil AND used as fuel to power factory equipment/vehicles
- Coal AND used as fuel to power factory equipment
- Copper AND used to make manufactured products (e.g., electrical wiring, roofing and plumbing products, and industrial machinery)
- Gold AND used to make some manufactured products (e.g., coinage, jewelry, dentistry products, and electronics)
- other reasonable response

Part 2 (any one of the following):

- Both countries will benefit from the trade.
  - Trade allows Japan to obtain resources they wouldn't otherwise have.
  - Trade allows Japan to focus its attention on what it does best.
  - Other countries have resources Japan can use in manufacturing.
  - Countries in the southern/southwestern part of Asia have oil, which is used to run factory equipment/vehicles.
  - Countries in the southern part of Asia have coal, which is used to run factory equipment.
  - other reasonable response
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**Rubric:**

<b>2 points</b>	One key element for part 1 AND One key element from Part 2
<b>1 point</b>	One key element for Part 1 OR One key element for Part 2
<b>0 points</b>	Other

**Constructed-Response  
Standard 4: Economics**

**2** Look at the chart below.

**Gross Domestic Product (GDP) and Literacy Rates  
of Some Countries in Africa**

Country	GDP per Capita*	Literacy Rate
Egypt	\$6,500	71.4%
South Africa	\$11,000	86.4%
Sudan	\$3,000	61.1%

Source: *CIA, The World Factbook*, 2011

\*GDP per capita is the Gross Domestic Product per person.

According to the information in the chart, which country MOST LIKELY has the highest standard of living?

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Explain why this country has the highest standard of living.

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Explain ONE way a country could improve its standard of living besides increasing educational opportunities for citizens.

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**Key Element(s):** Country with highest standard of living:

- South Africa

Why:

- South Africa has the highest GDP per capita.
- South Africa has the highest literacy rate.
- other reasonable response

How a country could improve its standard of living:

- investing in capital goods
- investing in technology
- investing in natural resources
- investing in infrastructure
- investing in health care
- encouraging entrepreneurship (creating new jobs)
- other reasonable response

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**Rubric:**

<b>2 points</b>	Student correctly identifies the country with the highest standard of living and explains why AND Explains one way a country could improve its standard of living
<b>1 point</b>	Student correctly identifies the country with the highest standard of living AND Explains why OR Explains one way a country could improve its standard of living
<b>0 points</b>	Other

*Note: Full credit will not be given if a student identifies the country with the highest standard of living without giving a reason for his/her answer.*



Constructed-Response  
Standard 1: History

**3** Look at the timeline below.



\***Filipinos:** people of the Philippines

According to the timeline, both the United States and Japan controlled the Philippines at different times during the 1940s. Why were the Philippines important to Japan and/or the United States during this time period?

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According to the timeline and what you have learned, why was achieving independence MOST LIKELY a positive experience for Filipinos?

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**Key Element(s):** Why the Philippines were important to United States and/or Japan:

- Control of the Philippines was important in Japan's efforts to control the Southwest Pacific.
- Control of the Philippines gave Japan better access to rich natural resources of east and southeast Asia.
- Regaining control of the Philippines symbolized hope of overcoming overwhelming odds for the United States.
- The location of the Philippines was strategic/important for United States military operations in Asia (due to its close proximity to Japan).
- The location of the Philippines was strategic/important for both Japan and the United States.
- other reasonable response

**Why independence was a positive experience for Filipinos:**

- They were finally able to fully govern themselves.
- They no longer were under the control of another country.
- According to the timeline, it is clear that some Filipino people wanted independence.
- It represented an end to fighting (literally and figuratively) for independence.
- other reasonable response

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**Rubric:**






<b>2 points</b>	One key element for each part
<b>1 point</b>	One key element for one part
<b>0 points</b>	Other

Extended-Response  
Standard 1: History

- 4 The map below shows European colonies in Africa.

**European Colonies in Africa—1914**



KEY			
	France		Great Britain
	Germany		Italy
	Other		

Explain TWO different reasons European countries colonized Africa.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

Describe TWO different effects of European colonization of Africa.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

Key Element(s): Reasons European countries colonized Africa (any two of the following):

- European countries wanted to increase their wealth.
- European countries wanted new markets.
- European countries wanted access to more raw materials.
- European countries wanted outposts in every corner of the world.
- European countries wanted to have more land/colonies than other countries.
- European countries wanted to have more markets than other countries.
- European countries wanted to show they were powerful (ethnocentrism).
- European abolitionists wanted to end the slave trade in Africa.
- Europeans were curious about the world beyond Europe.
- Europeans wanted to make new discoveries.
- Europeans wanted to claim new discoveries for themselves.
- After the slave trade ended, Europeans were looking for new ways to trade with Africa.
- Europeans were looking for more trade routes.
- European countries used colonies as a source of pride.
- Nationalism encouraged countries to seek more colonies.
- Europe was becoming overpopulated.
- Europeans were looking for places to employ their citizens.
- Europeans wanted to spread Christianity.
- other reasonable response

Effects of European colonization of Africa (any two of the following):

- European countries profited from economic activities such as mining, plantation farming, and building factories and ports.
- Native African traditions declined.
- Nationalism spread through the colonies.
- European countries spread their culture through the colonies.
- European schools were started in the colonies.
- Borders were created that ignored ethnic groups.
- Cities were built (infrastructure).
- New trade routes were established.
- European religions were introduced to the region.
- European languages were introduced to the region.
- New technology was introduced to the region.
- European foods were introduced to the region.
- Conflict occurred between Europeans and African groups.
- Conflict occurred between different African ethnic groups.
- Political ideologies were forced on people living in Africa.

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**Rubric:**

<b>4 points</b>	Two key elements from both sections
<b>3 points</b>	Two key elements from one section AND One key element from the other section
<b>2 points</b>	Two key elements from one section OR One key element from both sections
<b>1 point</b>	One key element from one section
<b>0 points</b>	Other